



## **Miami-Dade County Public Schools**

### **ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2020-2021**

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## INTRODUCTION

This report addresses the following three areas.

- Demographic characteristics of students classified as English Language Learners (ELL).
- English language acquisition results of ELL students on the State’s English Language Proficiency assessment known as ACCESS for ELLs.
- Academic achievement results of students in the English for Speakers of Other Languages (ESOL) program and those who exited the ESOL program on the Florida Standards Assessments (FSA), and End-of-Course (EOC) assessments.

Each of these three areas is described in a separate section of the report.

When a student enrolls in Miami-Dade County Public Schools (M-DCPS) for the first time, a Home Language Survey is completed by the student’s parents/guardians. This survey inquires whether a student’s first language was a language other than English, whether a student’s primary language is a language other than English, and whether a language other than English is used at home. If at least one of the answers is Yes, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed proficient in English. Depending on the English proficiency levels, ELL students are enrolled in specific ESOL courses tailored to meet students’ language needs. English proficiency levels for ELL students in M-DCPS range from ESOL 1 (lowest) to ESOL 4 (highest). Students’ English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined based on the results of that testing. Currently, ACCESS for ELLs is used as the State-mandated English Language Proficiency test. ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. Once it is ascertained that a student has acquired English proficiency and satisfied the State requirements for exit from the ESOL program, the student exits the program and is re-classified as formerly ELL (ESOL level 5).

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. The academic achievement results of formerly ELL students disaggregated by the number of years since ESOL exit are included in this report. For comparison purposes, the performance of students who have never been classified as ELL is included in the report as well. The time since ESOL exit is calculated as of May 1, 2021.

## SECTION I

### STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL students in the District as of February 2021. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, special education (SPED) status, and student language. The Formerly ELL group includes students who exited the ESOL program and are within the two-year monitoring period.

Table 1

*2020-2021 Demographic Characteristics of Students in Grades K-12 by ELL Status*

		ELL (n = 54,743)		Formerly ELL (n = 23,630)		The rest of M-DCPS (n = 246,218)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	389	<b>0.7</b>	240	<b>1.0</b>	2974	<b>1.2</b>
	Black	3831	<b>7.0</b>	1110	<b>4.7</b>	56498	<b>22.9</b>
	Hispanic	49052	<b>89.6</b>	21486	<b>90.9</b>	165961	<b>67.4</b>
	White	1443	<b>2.6</b>	777	<b>3.3</b>	18611	<b>7.6</b>
	Other	28	<b>0.1</b>	17	<b>0.1</b>	2174	<b>0.9</b>
FRL Status	Free	41788	<b>76.3</b>	17099	<b>72.4</b>	157853	<b>64.1</b>
	Reduced	3193	<b>5.8</b>	1854	<b>7.8</b>	18484	<b>7.5</b>
	Non-FRL	9762	<b>17.8</b>	4677	<b>19.8</b>	69881	<b>28.4</b>
Student Language	Spanish	48238	<b>88.1</b>	21067	<b>89.2</b>	96921	<b>39.4</b>
	Haitian Creole	3503	<b>6.4</b>	1007	<b>4.3</b>	5361	<b>2.2</b>
	Other	3002	<b>5.5</b>	1556	<b>6.5</b>	143936	<b>58.4</b>
SPED Status	Gifted	389	<b>0.7</b>	1652	<b>7.0</b>	41829	<b>17.0</b>
	Specific Learning Disabled	3034	<b>5.5</b>	1472	<b>6.3</b>	10634	<b>4.3</b>
	Other SPED	4067	<b>7.5</b>	1466	<b>6.1</b>	17391	<b>7.1</b>
	Non-SPED	47253	<b>86.3</b>	19040	<b>80.6</b>	176364	<b>71.6</b>

Table 1 shows that ELL and Formerly ELL students differ from the rest of the students in the District on some important characteristics. Overall, ELL and Formerly ELL students are more likely to be eligible for the federal free/reduced price lunch program (the eligibility for which is based on the household income) than students in the non-ELL group. In addition, the percentages of students classified as gifted are much smaller among ELL and Formerly ELL students than among students in the rest of M-DCPS.

## SECTION II

### ENGLISH LANGUAGE ACQUISITION RESULTS

ACCESS for ELLs was developed by the multistate World-class Instructional Design and Assessment (WIDA) consortium. It measures students' English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The assessment provides scale scores and proficiency levels in each of these domains as well as an overall composite scale score and proficiency level. Proficiency levels vary from 1 to 6 and are labeled (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Level 6, or Reaching, is considered by the WIDA consortium as indicating proficiency in a particular English language domain. Proficiency level determinations are grade-level specific; proficiency levels below level 6 are reported as decimals. For example, a proficiency level of 3.4 indicates that a student is at the Developing level of proficiency and is four-tenths of the way to the Expanding level.

#### Acquiring English Language Proficiency

Tables 2 and 3 show the percentages of ELL students scoring within proficiency levels 4-6 by language domain and on the composite scale by grade and year. These proficiency levels are selected because the Florida State Board of Education defines scoring "proficient" on ACCESS for ELLs as scoring at or above proficiency level 4 in reading and at or above level 4 on the composite scale.

Table 2

*Numbers and Percentages of Students Scoring in Levels 4-6 in the Listening and Speaking Domains on the 2020 and 2021 ACCESS for ELLs*

Grade	Listening				Speaking			
	2020		2021		2020		2021	
	n	%	n	%	n	%	n	%
K	4392	<b>53</b>	3595	<b>51</b>	3718	<b>45</b>	2997	<b>43</b>
1	5315	<b>69</b>	4743	<b>70</b>	2157	<b>28</b>	2191	<b>32</b>
2	5591	<b>76</b>	4481	<b>71</b>	2428	<b>33</b>	1784	<b>29</b>
3	4861	<b>79</b>	3932	<b>77</b>	1615	<b>27</b>	1273	<b>25</b>
4	3742	<b>79</b>	3880	<b>80</b>	2127	<b>46</b>	2679	<b>55</b>
5	3320	<b>78</b>	2869	<b>77</b>	1817	<b>43</b>	1942	<b>52</b>
6	2484	<b>71</b>	2089	<b>69</b>	1814	<b>53</b>	1468	<b>49</b>
7	1830	<b>64</b>	1786	<b>66</b>	1253	<b>45</b>	1385	<b>52</b>
8	1665	<b>60</b>	1322	<b>56</b>	1097	<b>40</b>	1041	<b>44</b>
9	1475	<b>48</b>	1197	<b>53</b>	983	<b>32</b>	843	<b>38</b>
10	1293	<b>47</b>	935	<b>43</b>	833	<b>31</b>	713	<b>33</b>
11	1171	<b>48</b>	728	<b>40</b>	797	<b>33</b>	588	<b>33</b>
12	463	<b>33</b>	427	<b>34</b>	399	<b>29</b>	265	<b>22</b>
K-12	37602	<b>66</b>	31984	<b>65</b>	21038	<b>37</b>	19169	<b>39</b>

Table 3

*Numbers and Percentages of Students Scoring in Levels 4-6 in the Reading and Writing Domains and on the Composite Scale on the 2020 and 2021 ACCESS for ELLs*

Grade	Reading				Writing				Composite			
	2020		2021		2020		2021		2020		2021	
	n	%	n	%	n	%	n	%	n	%	n	%
K	1877	<b>23</b>	1430	<b>20</b>	264	<b>3</b>	151	<b>2</b>	1301	<b>16</b>	869	<b>13</b>
1	2535	<b>33</b>	1671	<b>25</b>	69	<b>1</b>	51	<b>1</b>	982	<b>13</b>	705	<b>11</b>
2	3261	<b>44</b>	2038	<b>33</b>	578	<b>8</b>	405	<b>6</b>	2253	<b>31</b>	1315	<b>21</b>
3	3387	<b>55</b>	1916	<b>38</b>	464	<b>8</b>	457	<b>9</b>	2032	<b>34</b>	1252	<b>25</b>
4	2184	<b>46</b>	2209	<b>46</b>	1399	<b>30</b>	1198	<b>25</b>	2312	<b>50</b>	2352	<b>49</b>
5	1923	<b>45</b>	1545	<b>42</b>	1557	<b>37</b>	1276	<b>34</b>	2168	<b>52</b>	1904	<b>52</b>
6	952	<b>27</b>	707	<b>23</b>	953	<b>27</b>	639	<b>21</b>	1461	<b>43</b>	1051	<b>35</b>
7	642	<b>22</b>	669	<b>25</b>	634	<b>22</b>	526	<b>20</b>	1046	<b>38</b>	961	<b>36</b>
8	664	<b>24</b>	614	<b>26</b>	505	<b>18</b>	450	<b>19</b>	917	<b>34</b>	782	<b>34</b>
9	1030	<b>33</b>	782	<b>34</b>	1220	<b>40</b>	663	<b>29</b>	1056	<b>36</b>	786	<b>36</b>
10	877	<b>32</b>	612	<b>28</b>	1014	<b>37</b>	532	<b>25</b>	965	<b>37</b>	605	<b>29</b>
11	764	<b>32</b>	530	<b>29</b>	836	<b>35</b>	451	<b>25</b>	806	<b>35</b>	521	<b>30</b>
12	231	<b>17</b>	229	<b>18</b>	262	<b>19</b>	157	<b>13</b>	269	<b>20</b>	200	<b>17</b>
K-12	20327	<b>36</b>	14952	<b>30</b>	9755	<b>17</b>	6956	<b>14</b>	17568	<b>31</b>	13303	<b>27</b>

Tables 2 and 3 show that the percentages of K-12 ELL students who scored within proficiency levels 4-6 in each of the language domains except Speaking and on the composite scale were lower in 2021 than in 2020.

### **Making Progress in English Language Acquisition**

Table 4 exhibits percentages of non-ESE ELL students who made progress in each language domain and on the composite scale between 2020 and 2021. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are those who are identified as gifted or have no primary exceptionality. Making progress in a language domain is defined in this report as having improved the domain proficiency level by at least 1 (for example, moving from a proficiency level 1.2 to 2.2 or higher in the language domain of Listening) or maintaining a proficiency level 4 or higher.

Table 5 shows the same information for ESE ELL students (those with any primary exceptionality except gifted).

Table 4

*Numbers and Percentages of Non-ESE Students Making Progress in Each Domain and on the Composite Scale between 2020 and 2021 based on ACCESS for ELLs Results*

2021 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	4667	<b>85</b>	2876	<b>53</b>	3529	<b>64</b>	1882	<b>34</b>	2515	<b>47</b>
2	3804	<b>76</b>	1867	<b>37</b>	1943	<b>39</b>	977	<b>20</b>	803	<b>16</b>
3	3028	<b>84</b>	1212	<b>34</b>	1917	<b>53</b>	505	<b>14</b>	600	<b>17</b>
4	2671	<b>83</b>	1856	<b>59</b>	1722	<b>54</b>	729	<b>23</b>	1269	<b>41</b>
5	1993	<b>81</b>	1441	<b>60</b>	1227	<b>49</b>	727	<b>30</b>	1221	<b>51</b>
6	1506	<b>70</b>	1203	<b>57</b>	599	<b>28</b>	343	<b>16</b>	683	<b>33</b>
7	1518	<b>72</b>	1172	<b>57</b>	619	<b>29</b>	383	<b>18</b>	662	<b>33</b>
8	1155	<b>62</b>	923	<b>51</b>	590	<b>31</b>	335	<b>18</b>	560	<b>31</b>
9	1032	<b>57</b>	778	<b>45</b>	746	<b>41</b>	562	<b>31</b>	601	<b>36</b>
10	905	<b>50</b>	710	<b>41</b>	621	<b>34</b>	448	<b>25</b>	428	<b>25</b>
11	696	<b>46</b>	612	<b>41</b>	529	<b>35</b>	356	<b>24</b>	364	<b>26</b>
12	422	<b>39</b>	343	<b>32</b>	223	<b>20</b>	175	<b>16</b>	143	<b>14</b>
1-12	23397	<b>73</b>	14993	<b>48</b>	14265	<b>44</b>	7422	<b>23</b>	9849	<b>32</b>

Table 5

*Numbers and Percentages of ESE Students Making Progress in Each Domain and on the Composite Scale between 2020 and 2021 based on ACCESS for ELLs Results*

2021 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	478	<b>73</b>	268	<b>41</b>	388	<b>59</b>	139	<b>21</b>	214	<b>33</b>
2	512	<b>63</b>	226	<b>28</b>	159	<b>19</b>	100	<b>12</b>	66	<b>8</b>
3	754	<b>76</b>	280	<b>29</b>	472	<b>48</b>	92	<b>9</b>	98	<b>10</b>
4	839	<b>75</b>	576	<b>53</b>	378	<b>34</b>	192	<b>17</b>	229	<b>21</b>
5	629	<b>78</b>	478	<b>60</b>	271	<b>34</b>	117	<b>15</b>	254	<b>32</b>
6	360	<b>74</b>	275	<b>58</b>	88	<b>18</b>	52	<b>11</b>	104	<b>22</b>
7	179	<b>71</b>	132	<b>54</b>	47	<b>19</b>	27	<b>11</b>	58	<b>25</b>
8	85	<b>54</b>	85	<b>54</b>	28	<b>18</b>	5	<b>3</b>	24	<b>16</b>
9	43	<b>51</b>	34	<b>43</b>	28	<b>34</b>	14	<b>17</b>	17	<b>22</b>
10	18	<b>33</b>	21	<b>40</b>	15	<b>28</b>	12	<b>23</b>	10	<b>20</b>
11	19	<b>43</b>	14	<b>35</b>	11	<b>26</b>	10	<b>24</b>	8	<b>21</b>
12	7	<b>24</b>	11	<b>41</b>	3	<b>10</b>	2	<b>7</b>	3	<b>12</b>
1-12	3923	<b>72</b>	2400	<b>44</b>	1888	<b>34</b>	762	<b>14</b>	1085	<b>20</b>

Tables 4 and 5 show that the percentages of ELL students making progress between 2020 and 2021 varied by language domain with the smallest percentages making progress in writing and the largest percentages in listening. This was true for both ESE and non-ESE students.

**Acquiring English Language Proficiency and Exiting the ESOL Program**

The Florida State Board of Education defines scoring “proficient” on ACCESS for ELLs as scoring at or above proficiency level 4 in reading and at or above level 4 on the composite scale on ACCESS for ELLs. Students in grades K-2 who score proficient on ACCESS for ELLs (as defined above) exit the ESOL program in accordance with the State Board Rule. Students in grades 3-9 must also score within achievement levels 3-5 on the FSA ELA to exit the ESOL program. Students in grades 10-12 must satisfy the ELA graduation requirement on the FSA ELA or via concordance scores.

Because FSA’s administration was canceled in the Spring of 2020 due to the COVID-19 pandemic, Table 6 shows English language proficiency and ESOL exit rates for 2020-2021 only. The column labeled “Total n” refers to the number of ELLs who participated in the ACCESS for ELLs as of June of the school year. The figures shown in the next columns reflect those who scored proficient on ACCESS for ELLs and those who exited the ESOL program based on the State criteria.

Table 6

*Numbers of ELL Students tested on ACCESS for ELLs and of those, Numbers and Percentages of Students Scoring Proficient and Exiting the ESOL Program in 2020-2021*

Grade	2020-2021				
	Total n	Proficient		Exited	
		n	%	n	%
K	6898	686	<b>10</b>	686	<b>10</b>
1	6761	632	<b>9</b>	632	<b>9</b>
2	6262	1167	<b>19</b>	1167	<b>19</b>
3	5048	969	<b>19</b>	670	<b>13</b>
4	4845	1813	<b>37</b>	715	<b>15</b>
5	3720	1356	<b>36</b>	363	<b>10</b>
6	3030	556	<b>18</b>	173	<b>6</b>
7	2700	550	<b>20</b>	118	<b>4</b>
8	2357	504	<b>21</b>	126	<b>5</b>
9	2290	592	<b>26</b>	79	<b>3</b>
10	2188	458	<b>21</b>	62	<b>3</b>
11	1828	393	<b>21</b>	65	<b>4</b>
12	1274	134	<b>11</b>	6	<b>0</b>
K-12	49201	9810	<b>20</b>	4862	<b>10</b>

Table 6 shows that the K-12 English proficiency rate for ELL students in 2020-2021 was 20%. The ESOL exit rate in 2020-2021 was 10%.

ELL students who do not satisfy the State criteria for exit from the ESOL program remain in the program. The ACCESS for ELLs results are used in the District to assign the new ESOL level. Generally, the proficiency level on the composite scale is used for that purpose. If a student exhibits a composite proficiency level (truncated to the whole number) that is higher than the current ESOL level, then the student



is “promoted” to that higher ESOL level, but not higher than ESOL level 4. For example, if the current ESOL level is 2, and the student scores a level of 3.1 on the composite scale, then the student is assigned a new ESOL level of 3. On the other hand, if the student demonstrates a composite proficiency level that, when truncated to the whole number, is not higher than the current ESOL level, the student’s current ESOL level remains. For example, if the current ESOL level of a student is 2, and the student scores 2.9 or lower on the composite scale, the student’s ESOL level remains 2.

### Long-Term ELLs

Table 7 shows the number and percentage of English language learners who have not satisfied the State criteria for exit from the ESOL program within 5 years of their initial placement into the program as of the end of each school year. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are those who are identified as gifted or have no primary exceptionality.

Table 7  
*Numbers and Percentages of Long-Term ELL Students*

Grade	ESE				Non-ESE				Total			
	2019-2020		2020-2021		2019-2020		2020-2021		2019-2020		2020-2021	
	n	%	n	%	n	%	n	%	n	%	n	%
3	25	<b>2</b>	13	<b>1</b>	67	<b>1</b>	17	<b>0</b>	92	<b>1</b>	30	<b>1</b>
4	563	<b>51</b>	515	<b>44</b>	400	<b>10</b>	434	<b>13</b>	963	<b>19</b>	949	<b>21</b>
5	631	<b>78</b>	641	<b>80</b>	1240	<b>34</b>	1020	<b>38</b>	1871	<b>42</b>	1661	<b>48</b>
6	330	<b>73</b>	370	<b>77</b>	791	<b>25</b>	792	<b>31</b>	1121	<b>31</b>	1162	<b>38</b>
7	175	<b>62</b>	258	<b>80</b>	431	<b>16</b>	678	<b>27</b>	606	<b>20</b>	936	<b>33</b>
8	123	<b>68</b>	153	<b>75</b>	435	<b>16</b>	463	<b>21</b>	558	<b>19</b>	616	<b>25</b>
9	92	<b>66</b>	91	<b>68</b>	460	<b>15</b>	554	<b>23</b>	552	<b>17</b>	645	<b>25</b>
10	45	<b>50</b>	74	<b>64</b>	441	<b>16</b>	511	<b>22</b>	486	<b>17</b>	585	<b>24</b>
11	36	<b>60</b>	38	<b>51</b>	397	<b>17</b>	486	<b>25</b>	433	<b>19</b>	524	<b>26</b>
12	56	<b>77</b>	50	<b>71</b>	339	<b>24</b>	490	<b>33</b>	395	<b>27</b>	540	<b>34</b>
K-12	2076	<b>29</b>	2205	<b>33</b>	5002	<b>10</b>	5445	<b>13</b>	7078	<b>13</b>	7650	<b>16</b>

Table 7 shows that the percentage of long-term ELL ESE students in grades K-12 increased from 29% in 2019-2020 to 32% in 2020-2021. During the same period, that rate for non-ESE students increased from 10% to 13%, and the overall rate increased from 13% to 16%.

## SECTION III

### STATE ASSESSMENT RESULTS BY ELL STATUS

This section describes the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2021 State exams. In addition, it describes the performance of students who exited the ESOL program. The data are disaggregated by grade group, ESOL level or the time since the ESOL exit and students' ESE status. This section is separated into several subsections dealing with different academic disciplines.

In the previous editions of the annual ELL report, student assessment results were shown for two consecutive academic years. Because 2019-2020 State assessments were cancelled due to the COVID-19 pandemic, the current edition of the report shows only the 2020-2021 student assessment results.

#### **2021 FSA English Language Arts Results**

In grades 3-5, about 20% of the current ELL students performed at or above achievement level 3 on the ELA component of the 2021 FSA. The corresponding subgroup percentages were 23% for non-ESE students and 11% for ESE students.

In grades 6-8, approximately 7% of the current ELL students performed within achievement levels 3-5 on the 2021 ELA component of the FSA. The corresponding percentages were 8% for non-ESE students and 4% for ESE students.

In grades 9-10, about 4% of the current ELL students performed within achievement levels 3-5 on the ELA component of the 2021 FSA. The corresponding percentages were 4% for non-ESE students and 1% for ESE students.

#### **2021 FSA Mathematics Results**

In grades 3-5, about 26% of the current ELL students performed at or above achievement level 3 on the mathematics component of the 2021 FSA. The corresponding subgroup percentages were 28% for non-ESE students and 17% for ESE students.

In grades 6-8, approximately 13% of the current ELL students performed within achievement levels 3-5 on the 2021 mathematics component of the FSA. The corresponding percentages were 14% for non-ESE students and 4% for ESE students.

Table 8

*Number of Students Tested and Percentage of those Scoring at or above Achievement Level 3 on the 2021 FSA ELA*

ELL Group		Non-ESE		ESE		Total	
		Total n	% Levels 3+	Total n	% Levels 3+	Total n	% Levels 3+
Grades 3-5	ESOL 1	2111	<b>4</b>	165	<b>0</b>	2276	<b>4</b>
	ESOL 2	1304	<b>14</b>	375	<b>3</b>	1679	<b>11</b>
	ESOL 3	4185	<b>30</b>	1456	<b>11</b>	5641	<b>25</b>
	ESOL 4	3278	<b>29</b>	1063	<b>16</b>	4341	<b>26</b>
	Total ELL	10878	<b>23</b>	3059	<b>11</b>	13937	<b>20</b>
	Formerly ELL (<=2 yrs)	8105	<b>74</b>	917	<b>41</b>	9022	<b>71</b>
	Formerly ELL (>2 yrs)	6445	<b>85</b>	313	<b>50</b>	6758	<b>83</b>
	Never ELL	35762	<b>65</b>	4929	<b>25</b>	40691	<b>60</b>
Grades 6-8	ESOL 1	1726	<b>1</b>	31	<b>0</b>	1757	<b>1</b>
	ESOL 2	974	<b>4</b>	51	<b>0</b>	1025	<b>4</b>
	ESOL 3	1928	<b>10</b>	341	<b>1</b>	2269	<b>8</b>
	ESOL 4	2387	<b>12</b>	428	<b>7</b>	2815	<b>12</b>
	Total ELL	7015	<b>8</b>	851	<b>4</b>	7866	<b>7</b>
	Formerly ELL (<=2 yrs)	4816	<b>41</b>	1159	<b>14</b>	5975	<b>36</b>
	Formerly ELL (>2 yrs)	18843	<b>72</b>	1815	<b>31</b>	20658	<b>69</b>
	Never ELL	34858	<b>62</b>	3796	<b>23</b>	38654	<b>58</b>
Grades 9-10	ESOL 1	1012	<b>0</b>	12	<b>0</b>	1024	<b>0</b>
	ESOL 2	800	<b>1</b>	20	<b>0</b>	820	<b>1</b>
	ESOL 3	1290	<b>4</b>	54	<b>0</b>	1344	<b>4</b>
	ESOL 4	1028	<b>11</b>	66	<b>2</b>	1094	<b>10</b>
	Total ELL	4130	<b>4</b>	152	<b>1</b>	4282	<b>4</b>
	Formerly ELL (<= 2 yrs)	2123	<b>34</b>	223	<b>6</b>	2346	<b>31</b>
	Formerly ELL (>2 yrs)	15201	<b>60</b>	1716	<b>21</b>	16917	<b>56</b>
	Never ELL	21386	<b>61</b>	1863	<b>21</b>	23249	<b>58</b>

Note: In this and all other tables of this section, all grouping variables are determined as of May 1, 2021.

Table 9

*Number of Students Tested and Percentage of those Scoring at or above Achievement Level 3 on the 2021 FSA Mathematics*

ELL Group		Non-ESE		ESE		Total	
		Total n	% Levels 3+	Total n	% Levels 3+	Total n	% Levels 3+
Grades 3-5	ESOL 1	2200	<b>13</b>	172	<b>6</b>	2372	<b>13</b>
	ESOL 2	1304	<b>27</b>	378	<b>9</b>	1682	<b>23</b>
	ESOL 3	4193	<b>34</b>	1463	<b>17</b>	5656	<b>29</b>
	ESOL 4	3273	<b>32</b>	1060	<b>22</b>	4333	<b>29</b>
	Total ELL	10970	<b>28</b>	3073	<b>17</b>	14043	<b>26</b>
	Formerly ELL (<=2 yrs)	8105	<b>63</b>	917	<b>37</b>	9022	<b>60</b>
	Formerly ELL (>2 yrs)	6444	<b>73</b>	317	<b>44</b>	6761	<b>71</b>
	Never ELL	35781	<b>55</b>	4928	<b>25</b>	40709	<b>51</b>
Grades 6-8	ESOL 1	1838	<b>7</b>	32	<b>3</b>	1870	<b>7</b>
	ESOL 2	970	<b>14</b>	53	<b>2</b>	1023	<b>13</b>
	ESOL 3	1894	<b>17</b>	349	<b>2</b>	2243	<b>14</b>
	ESOL 4	2295	<b>17</b>	425	<b>6</b>	2720	<b>15</b>
	Total ELL	6997	<b>14</b>	859	<b>4</b>	7856	<b>13</b>
	Formerly ELL (<=2 yrs)	4239	<b>36</b>	1151	<b>12</b>	5390	<b>30</b>
	Formerly ELL (>2 yrs)	12878	<b>54</b>	1650	<b>23</b>	14528	<b>51</b>
	Never ELL	26411	<b>46</b>	3566	<b>16</b>	29977	<b>42</b>

The results shown in Tables 8 and 9 indicate that the percentages of students in each grade group scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that when the students acquire sufficient levels of English proficiency and exit the ESOL program, they are ready to demonstrate what they know and can do on academic achievement tests in English. The proportions of formerly ELL students scoring at or above achievement level 3 on the FSA ELA and Mathematics are substantially higher than those for the current ELL students. This is true for both ESE and non-ESE students.

## 2021 FCAT 2.0 Science Results

Table 10

*Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2021 Science FCAT 2.0*

ELL Group		Non-ESE		ESE		Total	
		Total n	% Levels 3+	Total n	% Levels 3+	Total n	% Levels 3+
Grade 5	ESOL 1	685	<b>4</b>	37	<b>0</b>	722	<b>4</b>
	ESOL 2	294	<b>10</b>	41	<b>0</b>	335	<b>9</b>
	ESOL 3	772	<b>14</b>	352	<b>4</b>	1124	<b>11</b>
	ESOL 4	1112	<b>14</b>	345	<b>11</b>	1457	<b>13</b>
	Total ELL	2863	<b>11</b>	775	<b>7</b>	3638	<b>10</b>
	Formerly ELL (<=2 yrs)	2270	<b>41</b>	511	<b>21</b>	2781	<b>37</b>
	Formerly ELL (>2 yrs)	3504	<b>66</b>	174	<b>43</b>	3678	<b>65</b>
	Never ELL	11484	<b>51</b>	1547	<b>17</b>	13031	<b>47</b>
Grade 8	ESOL 1	617	<b>2</b>	9	<b>0</b>	626	<b>2</b>
	ESOL 2	306	<b>7</b>	13	<b>0</b>	319	<b>6</b>
	ESOL 3	650	<b>10</b>	60	<b>2</b>	710	<b>9</b>
	ESOL 4	573	<b>9</b>	72	<b>4</b>	645	<b>9</b>
	Total ELL	2146	<b>7</b>	154	<b>3</b>	2300	<b>7</b>
	Formerly ELL (<=2 yrs)	1028	<b>28</b>	173	<b>6</b>	1201	<b>24</b>
	Formerly ELL (>2 yrs)	5045	<b>45</b>	797	<b>16</b>	5842	<b>41</b>
	Never ELL	8114	<b>42</b>	1088	<b>18</b>	9202	<b>39</b>

In grade 5, about 10% of the current ELL students performed at or above achievement level 3 on the Science FCAT 2.0 assessment. The corresponding subgroup percentages were 11% for non-ESE students and 7% for ESE students.

In grade 8, about 7% of the current ELL students performed at or above achievement level 3 on the Science FCAT 2.0 assessment. The corresponding subgroup percentages were 7% for non-ESE students and 3% for ESE students.

The results exhibited in Table 10 reveal that the percentages of students at each grade level scoring 3 or higher generally increase as students gain English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that students who exited the ESOL program exhibit markedly higher percentages scoring at or above achievement level 3 than the current ELL students do.

## 2021 End-of-Course Assessment Results

### Algebra 1 and Geometry

Table 11

*Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2021 FSA Algebra 1 and Geometry EOC Assessments*

ELL Group		Non-ESE		ESE		Total	
		Total n	% Levels 3+	Total n	% Levels 3+	Total n	% Levels 3+
Grade 9 Algebra	ESOL 1	603	<b>7</b>	8	<b>0</b>	611	<b>7</b>
	ESOL 2	363	<b>17</b>	8	<b>0</b>	371	<b>16</b>
	ESOL 3	568	<b>15</b>	24	<b>0</b>	592	<b>14</b>
	ESOL 4	462	<b>18</b>	44	<b>9</b>	506	<b>17</b>
	Total ELL	1996	<b>13</b>	84	<b>5</b>	2080	<b>13</b>
	Formerly ELL (<=2 yrs)	655	<b>32</b>	119	<b>11</b>	774	<b>29</b>
	Formerly ELL (>2 yrs)	3179	<b>30</b>	736	<b>17</b>	3915	<b>28</b>
	Never ELL	4736	<b>27</b>	882	<b>11</b>	5618	<b>25</b>
Grade 10 Geometry	ESOL 1	408	<b>8</b>	5	<b>0</b>	413	<b>8</b>
	ESOL 2	403	<b>13</b>	11	<b>0</b>	414	<b>13</b>
	ESOL 3	618	<b>16</b>	23	<b>4</b>	641	<b>15</b>
	ESOL 4	405	<b>17</b>	17	<b>18</b>	422	<b>17</b>
	Total ELL	1834	<b>14</b>	56	<b>7</b>	1890	<b>13</b>
	Formerly ELL (<=2 yrs)	776	<b>30</b>	82	<b>7</b>	858	<b>27</b>
	Formerly ELL (>2 yrs)	3190	<b>21</b>	650	<b>11</b>	3840	<b>19</b>
	Never ELL	4443	<b>23</b>	670	<b>11</b>	5113	<b>21</b>

Overall, about 13% of the current ELL students in grade 9 performed at or above achievement level 3 on the 2021 Algebra 1 EOC Assessment. The corresponding subgroup percentages were 13% for non-ESE students and 5% for ESE students.

Overall, about 13% of the current ELL students in grade 10 performed at or above achievement level 3 on the 2021 Geometry EOC Assessment. The corresponding subgroup percentages were 14% for non-ESE students and 7% for ESE students.

## Civics and US History

Table 12

*Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2021 Civics and US History EOC Assessments*

ELL Group		Non-ESE		ESE		Total	
		Total n	% Levels 3+	Total n	% Levels 3+	Total n	% Levels 3+
Grade 7 Civics	ESOL 1	565	<b>6</b>	10	<b>10</b>	575	<b>6</b>
	ESOL 2	350	<b>17</b>	20	<b>10</b>	370	<b>17</b>
	ESOL 3	613	<b>26</b>	113	<b>7</b>	726	<b>23</b>
	ESOL 4	869	<b>33</b>	126	<b>25</b>	995	<b>32</b>
	Total ELL	2397	<b>22</b>	269	<b>16</b>	2666	<b>22</b>
	Formerly ELL (<=2 yrs)	1702	<b>55</b>	421	<b>27</b>	2123	<b>50</b>
	Formerly ELL (>2 yrs)	6141	<b>79</b>	551	<b>44</b>	6692	<b>76</b>
	Never ELL	11987	<b>70</b>	1252	<b>33</b>	13239	<b>66</b>
Grade 11 US History	ESOL 1	279	<b>4</b>	4	<b>25</b>	283	<b>4</b>
	ESOL 2	286	<b>6</b>	7	<b>14</b>	293	<b>6</b>
	ESOL 3	574	<b>15</b>	18	<b>6</b>	592	<b>15</b>
	ESOL 4	445	<b>27</b>	14	<b>29</b>	459	<b>27</b>
	Total ELL	1584	<b>15</b>	43	<b>16</b>	1627	<b>15</b>
	Formerly ELL (<=2 yrs)	850	<b>52</b>	35	<b>31</b>	885	<b>51</b>
	Formerly ELL (>2 yrs)	7316	<b>66</b>	739	<b>36</b>	8055	<b>63</b>
	Never ELL	7918	<b>68</b>	644	<b>39</b>	8562	<b>66</b>

About 22% of the current ELL students in grade 7 performed at or above achievement level 3 on the 2021 Civics EOC Assessment. The corresponding subgroup percentages were 22% for non-ESE students and 16% for ESE students.

Approximately 15% of the current ELL students in grade 11 performed at or above achievement level 3 on the 2021 US History EOC Assessment. The corresponding subgroup percentages were 15% for non-ESE students and 16% for ESE students.



## Biology

Table 13

*Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2020 and 2021 Biology EOC Assessment*

ELL Group		Non-ESE		ESE		Total	
		Total n	% Levels 3+	Total n	% Levels 3+	Total n	% Levels 3+
Grade 10 Biology	ESOL 1	358	<b>3</b>	5	<b>0</b>	363	<b>3</b>
	ESOL 2	371	<b>7</b>	10	<b>0</b>	381	<b>7</b>
	ESOL 3	577	<b>17</b>	24	<b>8</b>	601	<b>16</b>
	ESOL 4	386	<b>26</b>	14	<b>29</b>	400	<b>27</b>
	Total ELL	1692	<b>14</b>	53	<b>11</b>	1745	<b>14</b>
	Formerly ELL (<=2 yrs)	807	<b>47</b>	75	<b>25</b>	882	<b>45</b>
	Formerly ELL (>2 yrs)	2982	<b>52</b>	590	<b>29</b>	3572	<b>48</b>
	Never ELL	4051	<b>49</b>	599	<b>25</b>	4650	<b>46</b>

Overall, about 14% of the current ELL students in grade 10 performed at or above achievement level 3 on the 2021 Biology EOC Assessment. The corresponding subgroup percentages were 14% for non-ESE students and 11% for ESE students.

The results shown in Tables 11-13 indicate that the percentages of students in each grade group scoring at or above achievement level 3 increase as students acquire English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that when the students attain sufficient levels of English proficiency and exit the ESOL program, they are ready to demonstrate their knowledge and skills on academic achievement tests in English. The proportions of formerly ELL students scoring at or above achievement levels 3 on the EOC tests are considerably higher than those for the current ELL students. This is true for both ESE and non-ESE students.

## SUMMARY

This report provided information on (1) demographic characteristics of English Language Learners, (2) their English language acquisition results, and (3) their academic achievement results.

Demographically, ELL and Formerly ELL students differed from the rest of the students in the District on some important characteristics. Overall, ELL and Formerly ELL students were more likely to be eligible for the federal free/reduced price lunch program than students in the non-ELL group. In addition, the percentages of students classified as gifted were smaller among ELL and Formerly ELL students than among students in the rest of M-DCPS.

In terms of English language acquisition results, the percentages of ELL students who scored within proficiency levels 4-6 in the language domains of Listening, Reading, and Writing and on the composite scale were lower in 2021 than in 2020. On the other hand, the 2021 percentages of ELL students who scored within proficiency levels 4-6 in Speaking were higher than those in 2020. The State Board of Education defines scoring proficient on ACCESS for ELLs as scoring within proficiency levels 4-6 in Reading and on the composite scale. Overall, approximately 20% of ELL students scored proficient and approximately 10% of ELL students satisfied all of the ESOL exit criteria in 2021. The percentage of English language learners who have not satisfied the State criteria for exit from the ESOL program within five years of their initial placement into the program was higher in 2021 than in 2020.

The percentage of students who made progress in English language acquisition between 2020 and 2021 varied by language domain with over 70% of students making progress in Listening, less than 50% of students making progress in Speaking and Reading, and approximately 20% making progress in Writing.

In the previous editions of the annual ELL report, student assessment results on FSA and EOCs were shown for two consecutive academic years. Because 2019-2020 State assessments were cancelled due to the COVID-19 pandemic, the current edition of the report showed only the 2020-2021 student assessment results. These results demonstrated that the percentages of students in each grade group scoring at achievement level 3 or higher increased as students gained English proficiency moving from one ESOL level to the next. In addition, the results confirmed that when the students acquire sufficient levels of English proficiency and exit the ESOL program, they are better able to demonstrate what they know and can do on academic achievement tests in English. In fact, the proportions of formerly ELL students scoring at or above achievement level 3 on the FSA and EOCs were substantially higher than those for the current ELL students.